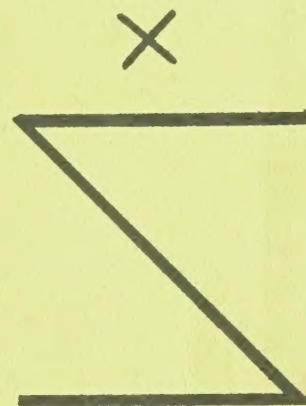
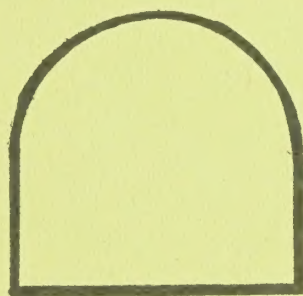


Learning guidelines

Ontario Crippled Children's Centre
Symbol Communication Research Project



Teaching Guideline

ONTARIO CRIPPLED CHILDREN'S CENTRE
SCHOOL COMMUNICATIONS MANUAL
SCHOOL TRAINING MATERIAL
(SECOND EDITION)

ONTARIO CRIPPLED CHILDREN'S CENTRE

350 RUMSEY ROAD, TORONTO, ONTARIO M4G 1R8

B.H. YOUNG, M.D., C.M.,
F.R.C.P., (C)
(PHYSIATRIST)
MEDICAL DIRECTOR AND
SECRETARY, O.C.C.C. SCHOOL BOARD

MR. DAVID H. MARTIN, C.G.A.
ADMINISTRATOR

ONTARIO CRIPPLED CHILDREN'S CENTRE SCHOOL

MR. M. STEIN
CHAIRMAN OF THE BOARD

MR. M. IZZARD, B.ED., M.A.
PRINCIPAL



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ONTARIO CRIPPLED CHILDREN'S CENTRE
SYMBOL COMMUNICATION RESEARCH PROJECT
SYMBOL TEACHING GUIDELINE
(second printing)

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SYMBOL TEACHING GUIDELINESECTION 1INTRODUCTION

SEPTEMBER, 1974

This teaching guideline is intended as an adjunct to the Ontario Crippled Children's Centre Symbol Communication Research Project Workshops. It is written in the hope of providing a preliminary framework within which the new symbol teacher can plan a meaningful symbol learning programme. Development of a comprehensive handbook for teachers, parents and administrators remains an objective of the next phase of the research project.

It is assumed that any person embarking upon symbol instruction with a child recognizes the value of communication to the young child. The frustrations and limitations imposed upon a child who is unable to use speech functionally are well known by those who relate with him. Prior to the introduction of symbols however, it may be well to consider the contribution of speech to other aspects of the child's development, so that the planning of symbol instruction will not be too limited in its objectives.

Long before learning to read, the young child utilizes language to gain information and test his ideas about his world, to interact socially, to release emotional tension, to express his feelings to others, to role-play and gain insight into himself and others, to give form to imaginative and creative explorations, to develop body and spatial awareness as well as to relate information to others and to satisfy immediate physical needs.

Language enables the child to develop cognitively, socially and emotionally. (Figure 1)

In introducing symbols to a child, the teacher should plan for symbols contributing to all the areas illustrated in Figure 1. Speech has value as it enlarges the child's world; such can be our goal for symbols.

Reading has not been included as a communication medium for the young child, for it is only at a later stage in the child's development that reading can contribute to his cognitive, emotional and social life. Symbols as a substitute for speech can provide the early foundation upon which the more advanced communication skills of reading and writing (or typing) can be built. (i) (For a consideration of the relationship between symbol use and reading readiness see Educational Appendix - Symbol Communication Research Project (1972-73 Report). Upon this foundation of secure interpersonal communication, reading and typing can contribute to an ever expanding awareness and knowledge of self and the world. (Figure 2)

.....

(i) Recommended reading:

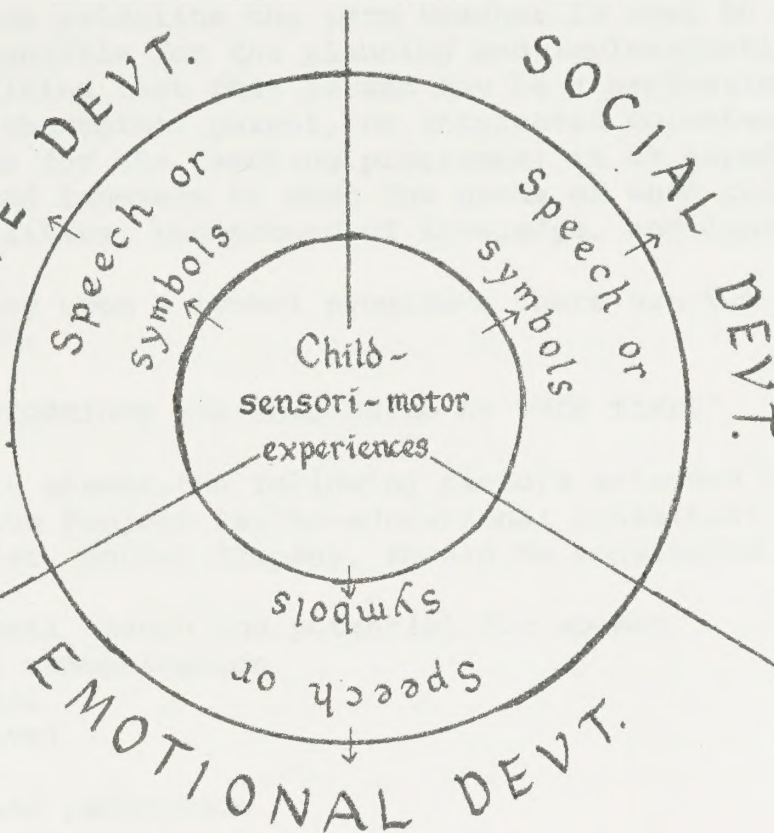
Smith E. Brooks/Goodman K.S./Meredith R; Language and Thinking in the Elementary School; Holt, Rinehart & Winston, Inc. 1970

Through Language (Speech or Symbols)

Child is able to:

- * Test ideas
- * Acquire information
- * Ask questions
- * Grow in ability to generalize and use abstract symbols.
- * Participate in imaginative and creative explorations.
- * Develop values, beliefs, attitudes.

COGNITIVE DEVT.



Child is able to:

- * Relate with adults
- * Relate with peers
- * Role-play
- * Devt. of self-image
- * Devt. of awareness of feelings of others.
- * Progress beyond egocentric stage

FIGURE 1

Child is able to:

- * Release emotional tension

- * Express feelings about self and others

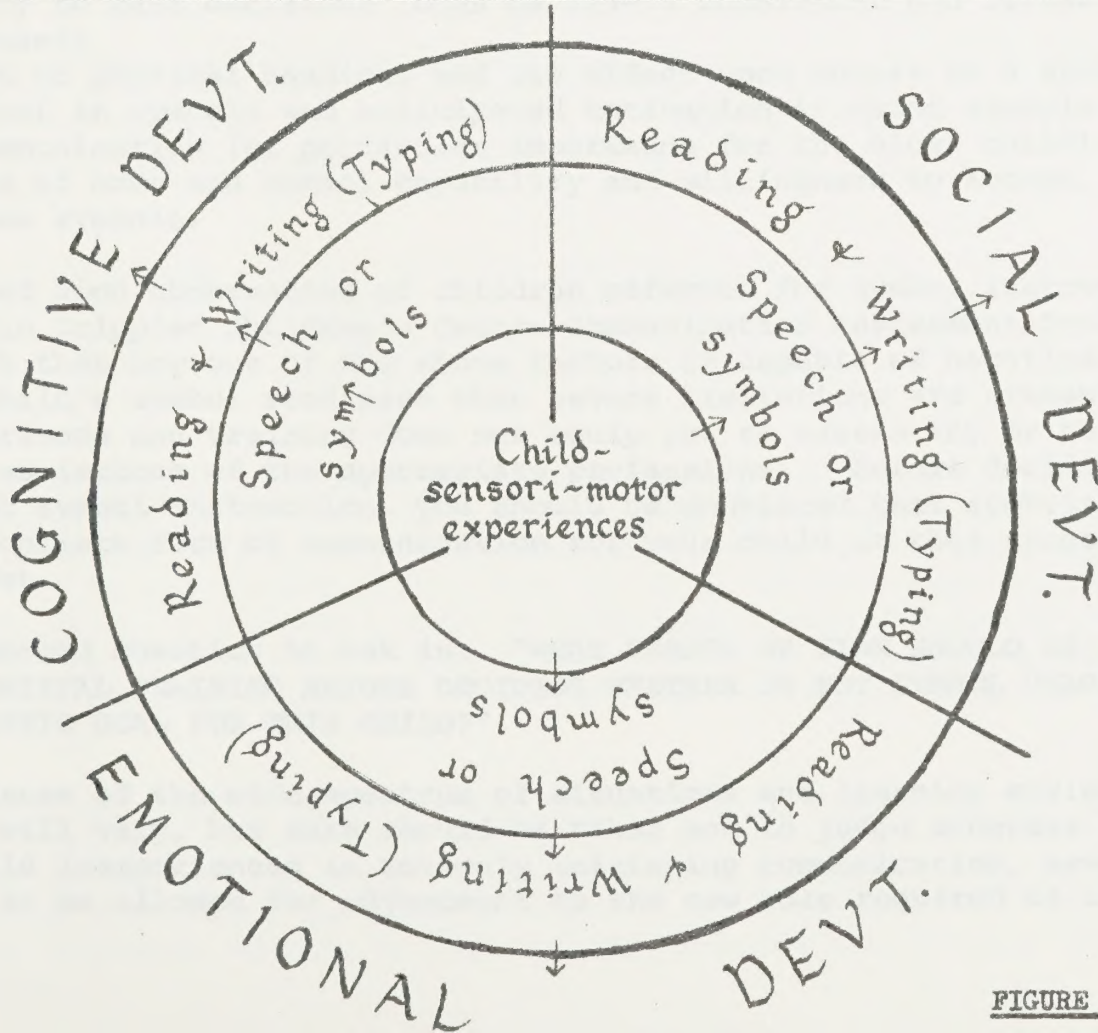


FIGURE 2

In this teaching guideline the term teacher is used to designate the person directly responsible for the planning and implementation of symbol instruction, recognizing that this person may be a professional teacher, speech pathologist, therapist, parent, or interested volunteer. A general outline will be given for the teaching programme; it is hoped that each teacher will adapt and innovate to meet the needs of each child's unique communication capabilities, background of knowledge, and learning style.

Before embarking upon a symbol programme there are two very important questions to be asked:

1) "ARE SYMBOLS APPROPRIATE FOR THIS CHILD AT THIS TIME?"

To give a responsible answer, the following factors selected by the Symbol Communication Research Project Psycho-educational consultant, Barbara Kates, and Speech Pathologist, Esther Timpany, should be considered with each child:

- level of functional speech and potential for speech
- present means of communication
- learning potential
- developmental level
- age
- hearing acuity and perception
- visual acuity and perception
- level of language comprehension
- desire to interact with others
- ability to make decisions (does he have a consistent and reliable "yes/no" response?)
- extent of physical handicap and its effect upon access to a symbol display
- interest in symbols and anticipated motivation in using symbols as a mode of communication (of particular importance for the older child)
- degree of home and school capability and willingness to accept, teach, and use symbols.

Based upon observation of children referred for symbol instruction by the Ontario Crippled Children's Centre Communication Assessment Conference, it is felt that any one of the above factors is capable of negatively affecting the child's symbol readiness when severe limitations are present. If your experience and training does not equip you to assess any of these areas, seek the assistance of the appropriate professional. Before deciding for or against symbol instruction, you should be convinced that symbols are the most appropriate form of communication for your child at this stage in his development.

2) The second question to ask is: "WHAT PERIOD OF TIME SHOULD BE DESIGNATED FOR INITIAL TRAINING BEFORE DECIDING WHETHER OR NOT SYMBOL USAGE IS A REALISTIC GOAL FOR THIS CHILD?"

Because of the wide spectrum of situations and learning styles the times selected will vary, but care should be taken not to judge progress too early. For a child inexperienced in actively initiating communication, several months may have to be allowed for adjustment to the new role required of him.

At the time of writing, the Ontario Crippled Children's Centre Symbol Communication Research Project is about to enter a 2 year evaluation phase in which the symbol vocabularies will be field tested in over forty settings. The data re children's performance and the instructor's evaluation will provide information for the production of standard vocabularies and a Handbook for parents, teachers and administrators. The following remarks are tentatively offered on the basis of two and a half years of experience with symbol learners.

INTRODUCING SYMBOLS TO CHILDREN

GENERAL CONSIDERATIONS AFFECTING PLANNING

A distinction must be made between teaching symbols to a child and communicating with a child through symbols. It is important that a child's learning programme be planned and that responsibility for it be taken by one person; it is equally important that the child communicate through symbols with many interested and accepting persons. Initial planning by the teacher should include arrangements for helping the adults and children who relate with the child to feel confident and comfortable responding to symbols. Their role should involve enjoyable conversation with the symbol-using child, giving feed-back to him as his symbol utterances are understood and providing a model of spoken English as they relate naturally to the child.

The teacher is responsible for providing the child with information regarding the potential of the symbol system. She can utilize several approaches. Formal direct teaching experiences can be useful in introducing the child to symbol meanings. As the child gains in symbol fluency, the model provided by the teacher's symbol output and the informal learnings which occur during conversations become more important. The on-going balance between the three approaches will be influenced by the child's previously acquired knowledge, his learning style, and his level of symbol proficiency.

1. Symbol learning and conversation should be enjoyable, sociable and at the child's interest level. If repetition is necessary, varied experiences should be planned in which the child has the opportunity to use the new symbol or skill frequently in an interesting and meaningful context.
2. Symbols provide a vehicle for communication. The value of knowing a symbol comes in its application. As soon as a child knows a symbol meaning, situations should be planned in which he can make functional use of the new symbol. This does not mean constructing symbol work assignments or devised games; it does mean planning situations in which it is important to the child to impart or gain information through using the new symbol. Feed-back from the other person is essential to his learning.
3. Symbol acquisition provides the opportunity for related learnings. Clarification of concepts, increased understanding of relationships between concepts, expansion of classifications become possible as the teacher introduces learning activities in which the child can utilize newly acquired symbols to expand his knowledge and develop cognitive skills.

Learning the meaning of the symbols may be the easiest part of the task. Using the symbols purposefully may take much longer. The amount of repetition and practice required varies greatly. The teacher through establishing an initial trial period of several months as part of her planning, can ensure that the programme is not discontinued prematurely when the child is slow to make initial progress.

The symbol vocabularies which are presented in this guideline have been developed by the Symbol Communication Research Project Linguist, Oliver Mott, in conjunction with the Ontario Crippled Children's Centre, Symbol Communication Research Project Team. The symbols are derived from those of Charles K. Bliss in Semantography Blissymbolics. (1) Whenever possible they are being used in their original form. New symbols have been devised or modifications have been made:

- (1) in cases where a symbol which children need was not presented in Semantography.
- (2) when the children's restricted vocabulary (imposed by the Children's physical limitations) necessitated developing an extended meaning for the symbol, or when the Ontario Crippled Children's Centre Team considered that the symbol appearing in Semantography was inappropriate for the young child (e.g. not easily remembered, not within the child's conceptual framework, visually difficult.) Where a symbol is not to be found in Semantography, this will be indicated in the dictionary. Every effort has been made to remain as consistent with the Bliss Symbol System as is compatible with the learning ability of the young child.

Teachers and advanced students are encouraged to extend their knowledge and use of symbols by reading Semantography. (1) The symbol simplification and selected vocabularies, which have been developed for initial presentation and use by the young child, can easily be extended to encompass the original Blissymbolics as the child matures. The teacher or student who pursues Bliss' philosophy to enrich his symbol language is promised a fascinating and ever-evolving experience.

-
- (1) Semantography-Blissymbolics - For the initial inspiration and symbol source for the symbols referred to herein, see the text Semantography-Blissymbolics by C.K. Bliss. Many of the symbols and procedures used herein have however been independently amended or conceived, for use in a teaching program for non-communicative children, by the writer or the staff of the Ontario Crippled Children's Centre, Toronto, and in many cases may not be in accordance with the Bliss system. For authoritative reference to the Bliss system and for copies of Semantography write to:

Mrs. A. Fraser,
195 Newton Drive,
Willowdale, Ontario
Canada. M2M 2N8

Physical limitations which will affect the child's communicative potential must be considered during the planning stage in order that realistic expectations can be made. The degree of physical handicap will dictate the type of symbol display (and the number of symbols) to which the child can have direct access. Decisions re the appropriateness and availability of electronic displays and the use of hand, foot, eyes, or head to indicate symbols, and decisions re the child independently indicating all the symbols available to him versus utilizing the efforts of the person relating with the child to indicate some or all of the symbols, must be made. The anticipated number of symbols and speed of indicating symbols will influence the direction of instruction.

In introducing symbols to the child, the most relevant symbols should be selected first. In the Ontario Crippled Children's Centre class situation, the introductory vocabulary of 30 symbols (see Page 90 1972-73 report) was introduced first, but for individual children in other settings a personalized selection should be made. If a child already utilizes gestures to impart information, he can be taught a Bliss symbol that corresponds with a gesture, thus relating the communication potential of the symbol with that already known through gesture. Symbols which offer new communication possibilities to the child, should also be taught early in the programme.

SUGGESTED STEPS FOR THE TEACHER TO FOLLOW IN INTRODUCING SYMBOLS TO THE CHILD

1. Become familiar with the symbols of the 100 vocabulary. Be aware of whether the symbol portrays meaning through looking like the object,  house or through representing an idea,  or through a combination of both.  television happy Study the meaning of the component parts and the manner in which new meaning is derived in compound symbols. (see the accompanying dictionary.)
2. Select two symbols (of the basic 30 symbols, or individually selected symbols) to introduce to your child. Present them in large form (playing card size) on child's tray or give to the child to carry with him. Choose nouns, adjectives, "yes/no" as first symbols. Select on basis of interest, immediate usefulness to child, and ease of recognition.
3. Explain and demonstrate the meaning of symbols and give the child an immediate opportunity to use the symbols to enter into conversation with you. e.g. 1. If first symbols are  man and  lady
 - a) Go for a walk and have child indicate the sex of each person he meets.

- b) Look through photo-album
 - c) Say names of persons known by child; have him state  or 
man lady
2. If symbols are  
happy sad

- a) Ask child "How do you feel if....."
- b) Look at a picture book, describe feelings of persons viewed
- c) Tell child a story; at intervals in the story, stop and ask how the character is feeling.

Be sure the child understands the object, feeling or action which the symbol represents. Provide experiences to teach the child the concept whenever this is necessary. e.g. in teaching symbol for  , present the child with enough examples of man, that he knows the symbol represents more than one man. Be sure the child distinguishes between man and woman, that he realizes a person is a doctor and a man or woman, that a person is still  regardless of age (grandfather),etc.

- 4. Provide opportunities for frequent practice and review of the new symbols.
- 5. If child successfully distinguishes between the first two symbols and uses them correctly the following day, introduce two more symbols in the manner described in 3.
- 6. Review and use all symbols introduced. If child has difficulty distinguishing the first two symbols, postpone their use and introduce two other symbols. If your child continues to have difficulty, re-assess his readiness for symbols.
- 7. When the child has a vocabulary of 8-12 nouns or adjectives, introduce pronoun "I" and verb "to want"  or  "to like". Demonstrate how he can sequence 3 symbols to make a full sentence. e.g. "I want food"    , and encourage him to make a sentence whenever possible. Write the sentence on graph paper, blackboard or overhead projector so the child will see the sequence of symbols.
- 8. Introduce the body parts, and then the action indicator. Demonstrate to the child how a body part is able to represent the action of a part of the body when the action indicator is indicated prior to the symbol. When

writing these symbols, place the action symbol over the body part to conform with other verbs. Give the child many experiences following which he can say,

"I see _____."

"I smell _____."

"I hear _____."

9. Show the child the symbols in locations other than on his tray to be sure he is not remembering them by position only. There should be consistency in the location of symbols on the tray for communication purposes, however minor modifications in the arrangements of the symbol is to be expected as new symbols are introduced.
10. If the child is able, encourage him to manipulate the cards, placing them in sentence form.
11. When the child uses correctly 20-30 symbols, introduce the 100 symbol-vocabulary.

INTRODUCING THE 100 SYMBOL VOCABULARY

1. Give the child practice in locating position of symbols already learned.
2. Continue to have conversations using these symbols. Continue writing the child's symbol sentences for him to see.
3. Once the known symbols can be easily located, plan lessons in which you will introduce 1 or 2 new symbols. Incorporate them immediately into conversation.
4. Each lesson, give the child the opportunity to ask for a new symbol of his choice. Teach procedure what? followed by symbol being requested. Review the following day.
5. Adjust pace of introducing new symbols to child's learning ability.
6. Plan to give special attention to the following teaching units in attaining mastery of the 100 vocabulary:

-questions. This area requires much work and will need attention throughout the child's symbol training.

-manners

-Feelings

-use of "opposite" (for those children who can be introduced to or who already understand the concept) If child is not ready to use "opposite" the required symbols can be temporarily added to the display. e.g. happy and sad; big and little

-use of plural (i)

-use of "action" symbol to form verbs

.....

"plural" symbol, "action" symbol, and "descriptive" (evaluation) symbol are written $\frac{1}{4}$ size and above symbol they refer to. (See section "How to Draw Symbols")

- pronouns: I, you
- importance of direction of arrow - e.g. happy, afraid
- importance of size - e.g. mouth, sun

7. Provide the child with demonstrations of the way in which symbols represent a range of meanings through your examples. Translate symbols using their different meanings: e.g. big, huge, "giant", large.

200 VOCABULARY

The 200 vocabulary was designed to serve (1) as a functional vocabulary for children for whom access to a larger number of symbols was not feasible due to either physical or mental limitations and (2) as a transitional vocabulary for children needing a bridge from 100 symbols to 400 symbols. As well as expanding the number of adjectives, verbs and nouns available to the child, the 200 vocabulary introduces tenses, the negative, some prepositions and adverbs, the alphabet, (this can be added to the 100 symbol vocabulary if the child is ready for it,) "yuk" and "wow", the conjunction "and", 2 geometric shapes, the possessive, and symbols which provide for the use of symbol strategies to expand the information which can be expressed, "symbol", "part", "like", "similar to", "combine" (see symbol strategies section).

400 VOCABULARY

The 400 vocabulary attempts to provide an expanded vocabulary which through use of symbol strategies, a supplementary personal dictionary and alphabet skills (initial consonants, spelling) will allow the child to express himself fully.

LEVELS THROUGH WHICH CHILD MOVES IN BECOMING FLUENT WITH SYMBOLS

- (1) Learning through experience that symbols can fulfil the same function as speech:
 - a) testing how adult organizes his world (e.g. "Am I naming, classifying, or describing as you would"?)
 - b) testing communication medium - (e.g. "Can you understand, when I say it this way"?)
 - c) communicating - (e.g. "I want to tell you this".)
- (2) Learning the symbol-meaning-relationship for each symbol in the vocabulary.
- (3) Learning that one symbol represents a range of meanings.
- (4) Developing speed in locating the symbols.
- (5) Learning to use symbols effectively and purposefully to communicate.
- (6) Learning morphology - recognition and utilization of symbol components.
- (7) Learning to create individual symbols; learning to play with, explore and enjoy language.
- (8) Developing the ability to utilize a variety of symbol strategies (methods of combining symbols-both Blissymbolics and alphabet.)

ASPECTS OF SYMBOL LEARNING WHICH ARE ONGOING THROUGHOUT INSTRUCTION

- (a) Gaining skill in becoming spontaneous and automatic in symbol responses.
- (b) In conjunction with the instructor, exploring and developing techniques of symbol presentation which will enable the child to improve his ability to transmit his meaning to others.
- (c) Being exposed to an adult model of English Syntax (1) continuously through the speech of others (2) through symbols being pointed to or written, by others.

TEACHER RESPONSE LEVELS

To enable the child to progress in his level of symbol output, the teacher must be aware of and move through different levels of responding. She must remember that there is a distinction between teaching and communicating. Those adults not familiar with the symbol system will communicate with the child in the manner most comfortable to them. The child will in time learn to adjust to a variety of methods of responding. As teacher, you are interested in his development of skill in symbol output. Your response level will be planned to meet his language needs.

Help the child move through the stages which follow; avoid placing him in a situation where your response level may be too difficult for him.

1. When introducing and working with separate symbol cards, accompany every symbol indicated by the child with your saying of the word; each time you say a word accompany it with pointing to or writing the symbol.

2. When child is beginning to indicate short sentences:
 - a) say the meaning which is printed on the display as the child indicates each symbol e.g. MAN.....SEES.....MOTHER
 - b) Repeat the meanings of the individual symbols in a series e.g. MAN SEES MOTHER
 - c) Expand the meaning to give an English sentence "The man sees mommy
 - d) Refine the sentence to a form which is acceptable to the child.
e.g. "A man saw mommy".
 - e) Ask for further information through symbols or yes/no replies and expand the sentence more, if appropriate. "The principal saw mommy on the way to the classroom to-day."

The child needs feed-back as to symbol meanings, the added meaning imparted as symbol becomes part of a sentence, and the use which teacher can make of context in order to arrive at an expanded meaning. As soon as the child is familiar with the word-symbol association presented on the display, alternate meanings should be expressed, so the child will learn to relate to the range of meanings expressed by the symbol. With each extension of meaning, the teacher has the opportunity of language and cognitive development activities.

3. As the child becomes secure in symbol-meaning relationships, the teacher can begin to wait for a phrase unit to be completed by the child and then verbalize the child's output utilizing context and syntax clues to arrive immediately at the expanded sentence form. The teacher must be sensitive as to the time when each child no longer requires reinforcement of the individual symbol-meaning relationship. An alternate response by the teacher at this stage, is refraining from any verbalized repetition of the child's output and proceeding immediately to a reply to what the child has "said".
4. At all stages of relating with the child, a written record of the child's symbol output can be useful both for the teacher and child. Seeing the sequence of symbols can relieve the strain on short-term memory and can free the teacher to concentrate on context and syntax clues. She can then respond in a more relaxed manner.
5. On appropriate occasions, the teacher can utilize symbols to converse with the child, either through using the child's symbol display or through writing the required symbols. Speech on the part of the teacher, should always remain an integral part of communication with the child however, due to its speed, clarity, and naturalness for the teacher.
6. When the child is unable to make himself understood, it is important that the teacher, in a non-critical way, make the child aware of the need for an improved output. It does not help the child if the teacher pretends to understand or begins guessing as to the child's intent. The teacher can begin by asking the child to tell her in another way. If this is not successful,

then the teacher can structure the situation so that the child's output gives relevant information. The teacher can suggest alternatives such as "what kind of a thing is it?" "what is it used for?" "what is the most important thing about it?" or with regard to an event "tell me what happened" etc. Working together on clarifying the child's symbol output can help the child arrive at independent use of symbol strategies and will strengthen the child's ability to select alternate levels of communication when he relates with persons differing in their knowledge of the symbol system.

SYMBOL STRATEGIES

1. The first symbol which allows the child to expand his vocabulary is the "opposite" symbol. It can be effectively used with adjectives and adverbs and can help clarify many concepts for the child as he uses it. Care should be taken when the child uses "opposite" in conjunction with nouns, however, for he may not know the full adult meaning of the noun and may be using the "opposite" to relate to a feature which is not a criterial feature for the adult. This could lead to ambiguity. e.g. If the child says "opposite of car" to refer to "bicycle", he may be relating the "opposite" to the size feature where the adult would tend to relate the "opposite" to the classification feature of vehicle.
2. "Like" or "similar to", "same as" and "part of" are other symbols which the child can learn to use effectively to expand his vocabulary.
e.g. To refer to a robot: "like a man and a machine"
To refer to a blast: "loud the same as thunder"
To refer to one's finger "part of hand beginning with f"
3. A very useful strategy which allows the child to create new symbols is made available through the "combine" symbol. By pointing to this symbol the child can indicate he is about to use several symbols to form a new symbol combination which will represent a new meaning. Thus "outside food" means "picnic", "make-believe lady who flies in the sky" means "witch" etc. The "combine" symbol is indicated both before and after the sequence of symbols to enclose the new combined symbol.
4. "Symbol part" and "symbol position" may prove useful on the rare occasions when a child requires the meaning of a symbol which is part of a compound symbol, e.g. to say "note", the child could point to "music" and "symbol part" or when he requires a change in a symbol position in order to arrive at a new meaning. e.g. "little" "water" "symbol position" "earth" could indicate "puddle".
5. "sounds the same" can be used to indicate that one is utilizing a symbol to indicate a meaning represented by a word which sounds the same rather than to refer to the range of meanings represented by the symbol. e.g. "sea" sounds the same as "see, "flour" sounds the same as "flower".

There are many strategies to be mastered by the child in order to make a mere 200 symbols first functional and then creative.

1. Already covered in the original guideline:
 - "opposite"
 - "similar to"
 - "to combine"
 - "symbol part or position"
 - "sounds the same"
2. As part of a reading readiness programme I would add:
 - (a) sounds like - as in happy, happened
 eye - I
 2 - two

 begins like as in money mouth more

 and ends like as in bed red head light night
 - (b) looks like as in birthday holiday Sunday Saturday

 Father Brother

 (drawing attention to identical
 symbol components)
 - (c) Regular use of left and right techniques (for reading of eyes,
 hands and boards)
 - (d) ^ action to indicate verb
 - (e) v to convert symbol to adjectives or adverbs
 - (f) Alphabet (both cases) for detailing descriptions for more specific
 meanings
 - (g) Plural for clarity of meaning
 - (h) Tenses as above
 - (i) in questioning, use a regular technique - always asking detailed
 information
 about feelings, actions, size, shape, colour, comparisons - All
 of this questioning is aimed at helping the child build his skills
 related to classifying material.
 - (j) Use of synonyms for each symbol in order to bring home the
 concept of many meanings for each symbol.

Finally, these children need to know how to use and to be comfortable with a telegraphic style. Each youngster, as he is exposed to symbols, tends to develop a personalized method of symbol output. Much of what we refer to as telegraphic communication is a natural style coming from each child. Such styles are as varied as are the children. Consequently after the youngster has worked with symbols for a brief period he may need to be helped to organize his thoughts within a somewhat structured framework. Briefly he should learn to use the "?" when needed as a clue to what's ahead, he should realize the significance of verbs as major means of expression and of time or tense as equally important when accuracy of output is needed."

SUMMARY

The progress which each child makes will be influenced by factors relating to the child's learning capabilities and to the learning situation. If the teacher carefully decides upon the suitability of symbols and then arranges, through a well planned and regular symbol instruction programme, a range of experiences in which symbol use is functional and rewarding, a stress-free and motivating learning environment, contact with accepting adults, and opportunities to relate with peers, she will be giving her child the opportunity to develop his unique communication, social, emotional, and cognitive potential. An exciting and rewarding experience awaits child, teacher and family.

NOTESCOVER SYMBOLS

"to give
out of an
imaginary
vessel"

"Knowledge contained
in the brain
enclosure"



"Symbols (plural)
-writing for the
world"

HOW TO DRAW BLISS SYMBOLS.

The symbols appearing in this paper have been drawn by Jim Grice, draftsman, O.C.C.C. Instructions have been written by Margrit Beesley, O.T. Reg., with added comments re symbols by C. K. Bliss, May 1974.

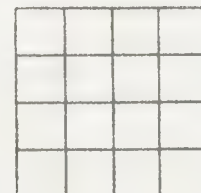
In order to draw symbols in their proper size relation, it makes it much easier if one remembers that each symbol fits into a basic square. The square can be divided into halves, quarters and eighths.

It is of great assistance if you start with pre-lined graph paper in drawing symbols. This type of paper helps keep the right size relationship in drawing, which is essential, otherwise the symbols can lose their proper meaning and the reader can get confused.

In the following pages, only 1 inch symbols are shown - $\frac{1}{2}$ " and $\frac{1}{4}$ " symbols can also be drawn. Use of template (design available from O.C.C.C.) is recommended by C. K. Bliss. This template can be made out of thin plastic or celluloid and the symbol components should have a size relative to the graph paper.

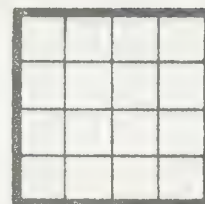
When drawing symbols to be used for instruction or attaching to a display board, they should always retain their proper size relationship and be drawn with an exactness that free hand drawing cannot attain.

FOUR SQUARES TO THE INCH -
TO DRAW 1" SYMBOLS

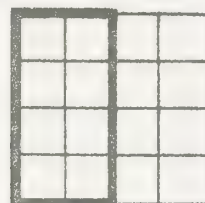


SOME BASICS ABOUT SYMBOLS.

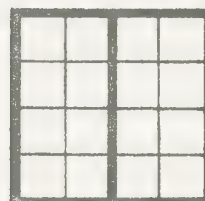
AN ENCLOSURE USES ONE COMPLETE SQUARE



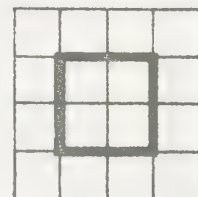
A PAPER OR PAGE IS HALF A SQUARE,
showing the usual format



A BOOK HAS A LINE THROUGH THE MIDDLE,
showing the book open and two pages



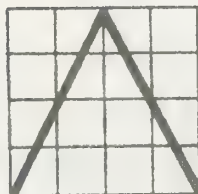
A THING - QUARTER OF A SQUARE IN THE MIDDLE.
The symbol pictures a cube crystal.
It symbolises the noun.



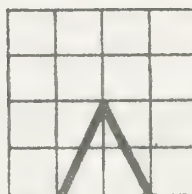
THE IMPORTANCE OF POSITION

Example for the Verbal Noun, the Verb, and the Verb Indicator:

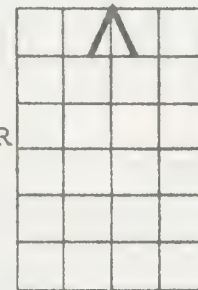
ACTION
VERBAL
NOUN



TO ACT
VERB



USE THE
ACTION
INDICATOR
TO MAKE
A VERB

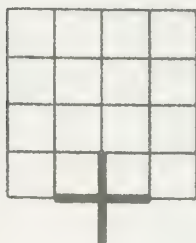


"The symbol pictures a volcano cone, first primeval Action
on our young earth." (C. K. Bliss)

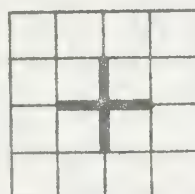
IMPORTANCE OF POSITION (Continued)

Example for the Particles containing the Plus Meaning:

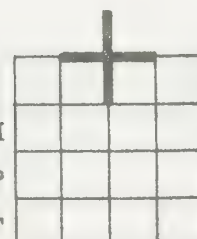
BELONG
TO



AND
TOO
ALSO

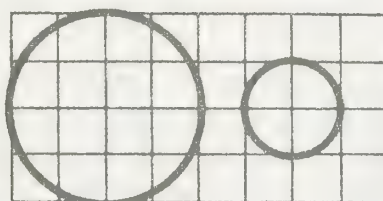


WITH
THE HELP
OF



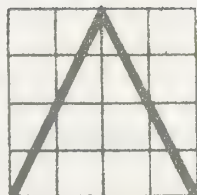
THE IMPORTANCE OF SIZE

SUN

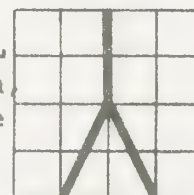


MOUTH

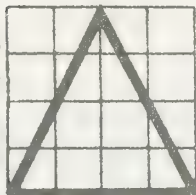
THE SYMBOL
FOR ACTION



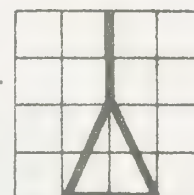
REAPPEARS IN THE SYMBOL
FOR MAN "to whom Action,
Endeavour, Success make
Life worth living"
(C. K. Bliss)



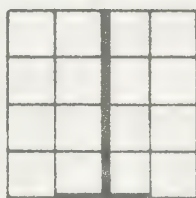
THIS SYMBOL
FOR CREATION
"is the old Greek
symbol for LOGOS
the Creator."



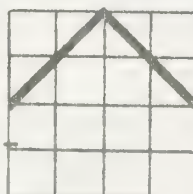
IT REAPPEARS IN THE SYMBOL
FOR WOMAN "who is the Trus-
tee of the Creator. Within
her womb God creates a new
Creature". (C. K. Bliss)



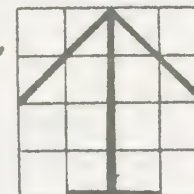
A HUMAN-EITHER
SEX, SHOWS AN
UPRIGHT STANDING
HUMAN BEING



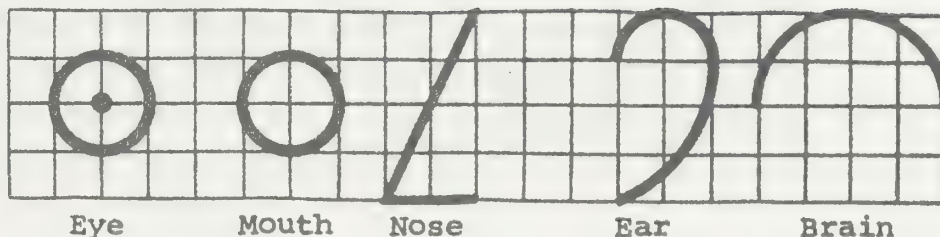
A ROOF,
SHELTER
means
also Pro-
tection



A PARENT,
EITHER
SEX, WHO
PROTECTS
HIS FAM-
ILY



SYMBOLS ARE EASY TO REMEMBER



Eye

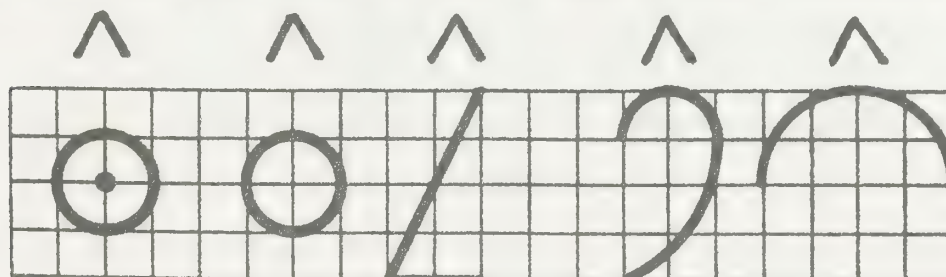
Mouth

Nose

Ear

Brain

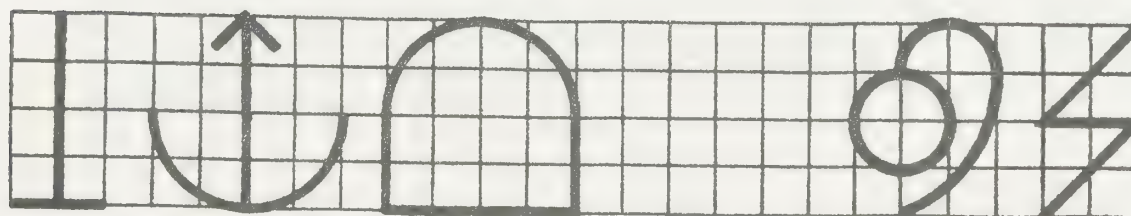
By putting the verb indicator on top of these symbols we get:



to see, observe, look, etc.	to speak, talk, voice, etc.	to smell, sniffle, etc.	to hear, listen, etc.	to think, consider, muse, etc.
--------------------------------------	--------------------------------------	-------------------------------	-----------------------------	--------------------------------------

HOW TO WRITE COMBINED SYMBOLS

In between each symbol element is a space equal to $\frac{1}{4}$ of a full square.



TEACHER

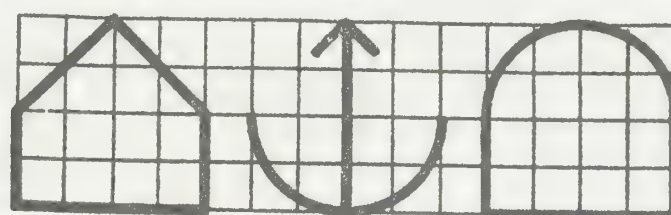
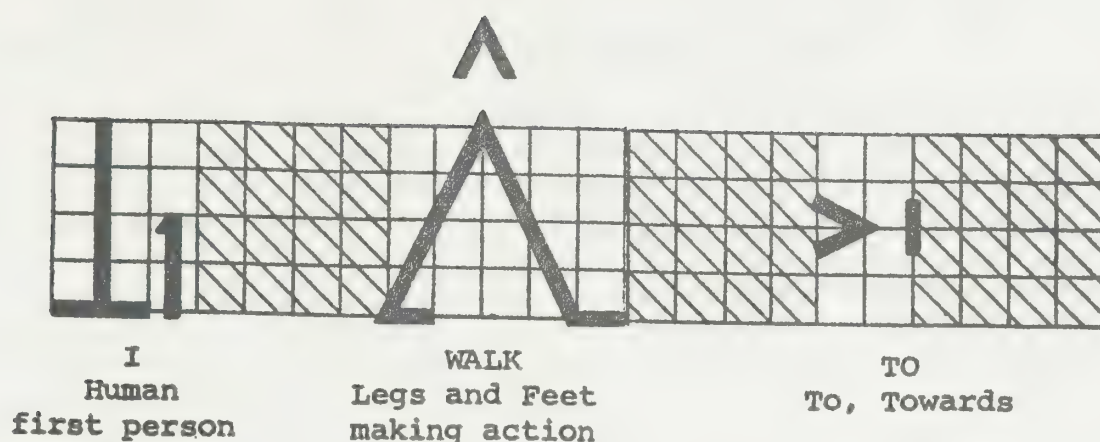
"A human who gives out knowledge
from an imaginary vessel contained
in the brain
enclosure"

TELEPHONE

"Language
by mouth
and ear"

"Electrically
the zigzag out-
line of a
lightning"

(C. K. Bliss)



SCHOOL

House	"Gives out of an ima- ginary vessel"	"Knowledge contained in the brain enclosure" (C. K. Bliss)
-------	---	---

Between two symbols, no matter what their size, there must be one full square left blank to indicate the separate words.

The right spacing is important.

Correct spacing, proper positioning, exactness of drawing and of size are all important; care taken in the drawing of symbols will contribute to the fluent reading of symbol communication.

SECTION 3SYMBOL COMMUNICATION

This section offers a guide on how to use the symbols in forming a complete sentence. We hope that the patterns or rules here will in the future allow your children to express themselves more clearly and easily in a wide range of situations. Familiarity with these patterns will also be an important step towards reading and writing ordinary English, since we are trying to follow English word-order as closely as possible. These rules are intended for the adult to use in setting a good model for the children - the more confident you are yourselves, the better it will be for the children to see. As the rules are close to English they should not be too difficult for you to learn. When the symbol-rules are different from English word-order, this will be pointed out.

You can put these guidelines to use whenever you are writing something down in symbols, for instance writing a letter or a story, or leaving a message for your child, or if you are "talking" silently to your child with his symbol tray.

A note: When writing symbols down, be sure to leave plenty of space between the symbols, so each one is clearly visible!

COMPLETE SENTENCE STRUCTURE

Except for commands (see p. 5), a complete sentence should have at least a subject, a tense, and a verb or an adjective.

The subject is the doer of the action, or the person or thing you are talking about.

The tense tells you when the action takes place, or when a description refers to past, present or future time.

Verbs (e.g. "come, see, want") and adjectives ("good, afraid, young") either indicate actions or give a description of the subject.

STATEMENTS

<u>SUBJECT</u>	<u>TENSE</u>	<u>VERB OR ADJECTIVE</u>
 The house	X is	I. big.
 He	) did	 come. (or "He came")
  Her father	(is going to	  laugh.

If you are saying where something is, no verb-symbol is required but just the tense:

<u>SUBJECT</u>	<u>TENSE</u>	<u>PLACE-PHRASE</u>
 My book	X is	 on the table.
 She	) was	>.. here.

NEGATIVE STATEMENTS

Place the symbol

("not") after the tense.

 The house	X - isn't	I. big.
Bill Bill	) - didn't	 come.
 She	(- will not be	>.. here.

QUESTIONS

To form a question, start off with a question-symbol ("who, what, why etc., or just ? "question"), and switch the subject and the tense-marker around.

The teacher is thinking.
 / 1↑□)(^.
 ?)(/ 1↑□ ^.
 Is the teacher thinking?

My new book was here.
 1 2 □) >..
 ?) 1 2 □ .
 Where was my new book?

She likes to swim.
 Δ3)(♥+! ±→.
 ?)(Δ3 ♥+! ±→.
 Does she like swimming?

?>) 12 ^.
 Why did you go?
 Why have you gone?

?1) 12 ^.
 Who did you see?

NEGATIVE QUESTIONS

Put the symbol -! ("not") after the tense.

? > -! 12 ^.
Why didn't you go?

? > -! 13 ^.
Is n't he thinking?

? > -! 12 ^.
Do n't you have a pencil?

PROVISIONAL DICTIONARY

SEPTEMBER, 1974

THE FOLLOWING DICTIONARY IS A PROVISIONAL ONE ONLY, COMPILED TO ASSIST TEACHERS CURRENTLY USING SYMBOLS. THE WRITER APOLOGIZES FOR THE HAND-DRAWING OF THE SYMBOLS; THEY ARE TO BE USED AS A REFERENCE FOR THE COMPONENT PARTS OF SYMBOLS, NOT A GUIDE TO THE DRAWING OF THE SYMBOLS.

PREFACE TO THE DICTIONARY

The symbols used in the Symbol Communication Research Project Vocabularies are of four types:

Simple pictographs depicting concrete terms, e.g.  House.

 animal.

Arbitrary symbols (with no representational connection between symbol and concept), e.g. ? question, / the, + and.

Abstract representational symbols, indicating relational concepts.

e.g. |· after, ·| before, x on.

AND

Compound ideographs representing objects or concepts by combinations of other symbols, e.g.  late  school

(house-give-knowledge)

The purpose of this word-to-symbol dictionary is, firstly, to list all the symbols that appear (or have appeared) on the Symbol Communication Research Project displays, and secondly, to give a breakdown of the compound symbols. The composition of the compound symbols is exposed only in terms of the parts which make them up, and a more detailed explanation or interpretation of the symbol is not given. The dictionary does not necessarily show how each symbol should be explained to a child learning the system.

It may help to give an explanation for three particular symbols which occur in a number of compounds in an idiomatic sense:

♡ basic meaning, heart, also represents feeling, emotion, in such symbols as ♡↑ happy, x♡<< angry, ♡↑↓ upset, ♡ feel,
 ♡→ to love, ♡} to want.

^ basic meaning, roof (cf.  house), is extended to mean protection, safety (as in ^△ shoes, ♡^ safe, ^ policeman), and is also the element indicating family relationships: e.g. ↑ Father

PREFACE CONT'D.

 family.  brother, etc., and  to marry.

— basic meaning earth, occurs with eye in  colour with ear
in 2 sound,  loud, with mouth in  food, and with plus
in  to have.

KEY TO DICTIONARY:

The first seven columns indicate in which vocabularies the symbol appears:

B 1 3 1 2 4 5

() contains a symbol for this concept but is quite different from the one in use in the current vocabularies.

* - symbol has been modified to the one now on the current vocabularies, (the form shown in the Dictionary)

w - the wording has been altered in the current vocabularies.

B - Charles Bliss' Semantography, the source of the great majority of symbols, and of the system itself.

1 - the first 100 vocabulary in use at O.C.C.C. until summer 1973

3 - the 340 vocab., used at O.C.C.C. until Summer 1973

1 - the new 100, currently in use at O.C.C.C.

2 - the 200, " " " "

4 - the 400, " " " "

5 - the 512, on prototype electronic display, Sept. 1974

Next the word is given which appears beneath the symbol on the current vocabularies:

B 1 3 1 2 4 School home teach

A word which is bracketed does not occur on any of the displays, but the symbol associated with it is a basic element, as part of other compound symbols.

The symbol follows:

and finally the words indicating the composition of a compound symbol:

home teach

These refer to the symbols listed under this heading in the Dictionary.

B	4 5	a, an	\				
B	4 5	about	>				
[*] 3	4 5	accessories	☐	thing	clothing		
B		(activity)	^	and	^		
B	3 4 5	add	+	v.			
		(additional)	+	A.	and		
B	5	adult	♀	(Bliss: "flower" and "big"; cf. "child")			
		A.		see "making descriptive"			
B 1 3 1 2 4 5		afraid	♡↓	A.	sad	future	question
B	3 4 5	after					
	3 2 4 5	afternoon	☐-12	day	after	twelve	
(B)	(4) 5	again	^^	("make action" repeated)			
B		(against)	<<				
B	3 4 5	air	Z	sky	nose		
B	3 2 4 5	airplane	✂	wings	wheel		
B	3 2 4 5	all, each	☒	enclosure	multiplication		
^w B	4 5	alone, only	↓ 1	A.	one		
	2	Alphabet	ABC				
B	3 2 4 5	and	+				
B 1 3 1 2 4 5		angry	♡<<	A.	much	feeling	against
B 1 3 1 2 4 5		animal	ππ				
B 1 3	4 5	answer	☐?	enclosure	question		
(B)	5	arm	L				
B	3 4 5	around	⌋				
[*] B	[*] 3 2 4 5	art	☐○	enclosure	eye		
	2 4 5	attach, stick	^ x	v.	earth	on	earth
	4 5	aunt	Δ2↑	sister	parent		

(B)		5	baby	CH	("child" turned on side)
B	3	4 5	backyard		(house....)
			(barrier)		
B		4 5	be, live	 V.	life
			be able <u>see</u> "can"		
(B)		4 5	because	▷<	cause by
B	3	2 4 5	bed		
B	3	2 4 5	before	.	
			belongs to <u>see</u> "of"		
B	3	4 5	between	.	
[*] B [*] 1 [*] 3 [*] 1 [*] 2 [*] 4 5			big	I A.	
B 1 3 1 2 4 5			bird	X	wings locator (for feet)
1 3 1 2 4 5			birthday		day birth (protection & star)
(B) 1 3 1 2 4 5			black	⊙8	colour eight
3 4 5			blackboard		enclosure pen
B 3 4 5			blouse, shirt		
(B) 1 3 1 2 4 5			blue	⊙2	colour two
B 3 2 4 5			boat		
[~] B 3 2 4 5			body		
B 1 3 1 2 4 5			book		(cf. page)
(B) 2 5			boy	⊗	(cf. "child" and "man")
B			(brain)	∩	
B 3 2 4 5			bread		
[*] B [*] 3 [*] 2 [*] 4 5			broken	∩ A.	
B 1 3 1 2 4 5			brother	^2	(cf. father, sister)
(B) 1 3 1 2 4 5			brown	⊙4	colour four
3 2 4 5			bus		(wheel) (cf. car, wheelchair etc.)
B 4 5			but	-1	

B		5	buy		V.	money	thing
B		4 5	by	<			
B	3	2 4 5	can, be able		V.		
B	1 3	1 2 4 5	car			(wheel)	(cf. bus, wheelchair etc.)
B	3		cards			paper	plural play
B		4 5	carry		V.	thing	wheel
	*	4 5	catch		V.	get	hand
B			(cause)				
B	3	2 4 5	chair				
B	3	4 5	change		V.	life	water
B	3	4 5	cheese				
B	3	2 4 5	child			(Bliss: "flower" and "little")	
B		4 5	choose		V.	much	division eye line
		5	Christmas			birthday	cross
	3		church			house	cross
(B)	3	2 4 5	circle			(G for "geometrical")	
B		2 5	city			much	much house
B		4 5	cloth				
B	1 3	1 2 4 5	clothing			protection	cloth
B	*	4 5	cloud			water	sky
B	3	4 5	coat, sweater			clothing	over
B	3	2 4 5	colour			eye	earth
B	3	4 5	comb				
B		2 4 5	combine		V.	ring	ring
B	*						
B	1 3	1 2 4 5	come		V.	(cf. "end")	
B		4 5	comma	,			
B	3	2 4 5	container				
(B)		4 5	cook		V.	fire	food

B	3	4 5	correct		A.	brain	good	
	3	4	count		V.	say	number	
B	3	2 4 5	country			earth	tree	
		4 5	cousin			child	brother/sister	parent
B			(cross)			(cross symbolizing Christianity)		
* B	* 3	2 4 5	cry		V.	rain	eye	
W B	3	2 4 5	cupboard					
B		4 5	cut		V.	sword		
(B)	3	4 5	cutlery			tool	food	
B	1 3	1 2 4 5	day			sun	earth	
* B	* 3	* 2 4 5	dead		A.	delete	life	
B			(delete)					
B	3	4 5	dentist			person	medical	teeth
	3	4 5	desk			table	work	
	3	4 5	dessert			food	happy	
B	3	4 5	different			delete	same	
	* 1 3	* 1 2 4 5	difficult		A.			
	* 3	* 2 4 5	dirty		A.	much	eye	speck
B	3		divide		V.	part		
B	1 3	1 2 4 5	do, make action					
B	3	4 5	doctor			person	medical	dr.
	3	4 5	doll			child	(man)made	
B	3	2 4 5	door					
B	3	4 5	down					
	3	4 5	dress			clothing	lady	
B	3	4 5	dress		V.	clothing		
B	1 3	1 2 4 5	drink			food	water	(also)

			each	<u>see</u>	"all"			
B 1 3 1 2 4 5			ear	?				
* B 3 4 5			early	⊙	A.	before	time	
B 3 2 4 5			earth	—		(also — in some compounds)		
B 3 4 5			eat	⊙	V.	food		
		4 5	egg	⊙		seed	life	
B 3 4 5			electricity	⚡				
~ B 3 4 5			elevator	⇕		room	down	up
B			(enclosure)	□				
B 1 3 2 4 5			end, stop	→	V.	(cf. "come")		
		4 5	enough	=/		same	need	
* B 3 2 4 5			excited	♥!!!	A.	feeling	exclamation	
B 4 5			exclamation	!				
(~ B) 3 4 5			expensive	×8	A.	much	money	
B 1 3 1 2 4 5			eye	⊙				
(~ B) (4) 5			fall	⊙⊙↓		sun	leaf	down
(B) 5			fall	↓!	V.	down	exclamation	
B 3 2 4 5			family	⋈		man	protection	protection lady
* B 3 4 5			far	∞	A.			
			fat	<u>see</u>	"thick"			
B 1 3 1 2 4 5			father	↑		protection	man	
B 3 4 5			feel	♥	V.	heart		
			feeling	<u>see</u>	"heart"			
B 3			female relative	⋈		lady	(family relationship)	
B 3 4 5			fight	⋈	V.	for	against	
B 4 5			find	⊙	V.	see	thing	earth
B 3 2 4 5			fire	?				

B 1 3	2 4 5	fish	𩺰		
B	4 5	flag	𣎵		
	5	flavouring	𩺰+𩺰	food	additional taste
B 3	2 4 5	floor	𩺰	room	location
B 3 1 2 4 5		flower	𩺰		
B 3		fog	𩺰	sky	water (cf. "cloud")
B 1 3 1 2 4 5		food	𩺰	mouth	earth
B	5	foot	𩺰	legs	locator
B	4 5	for	𩺰		
1 3	4 5	forget	𩺰	V.	knowledge (arrow leading out)
B 3	4 5	forward	→		
B		(free)	𩺰	open	heart
B	5	Friday	⑥	day	six
1 3 1 2 4 5		friend	𩺰+!	person	like
B 3	4 5	from	𩺰		
B 3	2 4 5	fruit	𩺰		
* B	* 3 * 4 5	full	𩺰	A.	(cf. "container")
1 3 1 2 4 5		funny	𩺰+𩺰	A.	happy mouth (cf. "laugh")
(B) 3	4 5	furniture	𩺰	thing	room
B 3	2 4 5	future	(	and in compounds	(
* 1 * 3 1	4 5	game, toy	𩺰+𩺰+𩺰	thing	play
B 3	4 5	garage	𩺰	home	wheels
	4 5	garbage	𩺰	delete	thing
B		(gas)	𩺰	(bubble)	up
B	2 4 5	gathering	𩺰		
* B	* 3	get	𩺰	V.	down container

(B)	2	5	girl	⊗		(cf. "child" and "lady")
B 1	3	1 2 4 5	give	↑	V.	up container
B		4 5	glass	Y		
			go <u>see</u> "walk"			
(B)	1	2 4 5	GOD	GOD		
* * * * *			good	↑!	A.	brain (positive: plus, exclamation)
B 1	3	1 2 4 5	goodbye <u>see</u> "hello"			
(B)	3	4 5	goodlooking	↑♥↑	A.	eye happy
(B)		4 5	grandfather	↑↑		father parent
(B)		4 5	grandmother	↑↑		mother parent
B	3	4 5	grass	~		
(B) 1	3	1 2 4 5	green	⊙⊙		colour zero
B	3	2 4 5	grow	↑↑	V.	flower up
B	3	4 5	guess	↑?	V.	brain question minus plus
	3	2 4 5	gym	⌋^		room activity
	3	4 5	hair	⊙		head locator
B 1	3	1 2 4 5	hand	↓		
		4 5	handle, switch	⌋		thing hand
* * * * *			happy	↑♥↑	A.	feeling up
B	3	2 4 5	have	↑	V.	plus earth
B	3	2 4 5	he, him, his	λ3		man three (for "third person")
B 1	3	1 2 4 5	head	⊙		
B	3	4 5	hear	↑	V.	ear
B			(heart, feeling)	♥		
* B	3	2 4 5	heavy	↑↓	A.	scales down
B	1	3 1 2 4 5	hello, goodbye	⊙→←		mouth (two arrows coming together)
B	3		help	4		

B 1 3 1 2 4 5	help	$\wedge$ 1	V.	help
	her <u>see</u> "she"			
B 3 2 4 5	here	>..		(cf. "there")
	5	$\hat{\square}/\circ$	V.	thing barrier eye
B 3 4 5	hill	1		
	him <u>see</u> "he"			
(B) 3 4 5	hobby	$\wedge$ T		activity interesting
B 3 4 5	holiday	$\square \heartsuit \uparrow$		day happy
1 3 1 2 4	home <u>see</u> "house"			
(B) 1 3 1 2 4 5	hospital	$\square$ b		house medical
B 1 3 1 2 4 5	hot	$\langle \rangle$	A.	fire
B 3 4 5	hour	$\odot^\circ$		time (degree)
B 1 3 1 2 4 5	house	$\triangle$		
B 1 3 1 2 4 5	how	? ^		question action
B 1 3 1 4 5	how many	? x		question many, much
3 4 5	hundred	(100)		
B 1 3 1 2 4 5	I, me, my	1		person one (i.e. "first person")
B 3 4 5	ice	$\square$		thing water
B 3 4 5	idea	T		brain down
B 4 5	if	? >		question or
	(I'm <u>sorry</u>) <u>see</u> "sorry"			
B 3 2 4 5	in	$\square$		
B 3 4 5	in order to	>>		
B 3 4 5	insect	~		
3 4 5	interesting	^	A.	brain exclamation
B 3 4 5	it, its	1		
(B) 3 4 5	keep, save	$\cup$ C	V.	container future
3 4 5	kneel	1	V.	

B	1 2 4 5	know		V.	knowledge	
B		(knowledge)			brain	open
$\check{B}$	1 3 1 2 4 5	lady				
B	3	4 5	lake		much	water
$\check{B}$	$\check{3}$	$\check{4}$ 5	late		A.	after time
$\check{B}$	3	2 4 5	laugh		V.	happy mouth (cf. "funny")
$\check{B}$		5	lead		V.	brain forwards
(B)		(leaf)				
$\check{B}$	$\check{3}$	2 4 5	learn		V.	get knowledge
B	3	2 4 5	left			
B	1 3 1 2 4 5	legs				
$\check{B}$		4	let		V.	brain through
B	3	2 4 5	letter			
B		(life)				
B	(3 2 4) 5	light			sun	eye
B	1 3 1 2 4 5	like		V.	heart	positive
B	$\check{1}$ $\check{3}$	2 4	like, similar		near	same as
$\check{B}$	$\check{3}$	$\check{4}$ 5	little		A.	
$\check{B}$		(locator)				
	3	lonely		A.	feeling minus	person
$\check{B}$	$\check{3}$	$\check{2}$ $\check{4}$ 5	long		A.	
$\check{B}$	$\check{3}$	$\check{4}$ 5	loud		A.	sound(ear, earth) exclamation
$\check{B}$	$\check{3}$	2 4 5	love		V.	heart arrow
B	3	2 4 5	lucky		A.	heart plus
B		4 5	machine			circle wheel
B	1 3 1 2 4 5	make		V.	creation	
		make action	<u>see</u>	"do"		
$\check{B}$	$\check{3}$	2 4 5	make-believe		A.	be sky

✓ B	3	4 5	making descriptive	✓			
B	3		male relative	✕			
B	1 3 1 2 4 5		man	人			
			many <u>see</u> "much"				
B		4 5	marry	嫁	V.	protection	combine
B		4 5	maybe	也许	be	question	
			me <u>see</u> "I"				
* B	* 3	4 5	mean	心	A.	feeling	sword
B	3	4 5	measure	量	V.	measure, ruler	
B	3	4 5	meat	肉		food	animal
B			(medical)	医			
(B)	3	4 5	medicine	药		bottle	medical
B		4 5	metal	金			
B	3	2 4 5	milk	奶		bottle	drink
B			(minus)	-			
B	3	4 5	minute	分		time	minute
B		5	Monday	②		day	two
B	3	2 4 5	money	钱			
B	3	4 5	month	月			
B	3	4 5	moon	月			
B	3	2 4 5	more	多		much	sky (cf. most)
(B)	3	2 4 5	morning	①/12		day	before 12 (noon)
B	3	4 5	most	多		sky	much
B	1 3 1 2 4 5		mother	母		protection	lady
B	3		mountain <u>see</u> "hill"				
B	1 3 1 2 4 5		mouth	口			

B 1 3 1 2 4 5	much, many	x		
B 3	multiply	$\hat{x}$	V.	(cf. much)
* *				
B 3 1 2 4 5	music	d?		musical note ear
B	(musical note)	d		
	my <u>see</u> "I"			
B 3 1 2 4 5	name	$\hat{x}$		pen mouth
B 1 3 4 5	need	$\hat{z}$	V.	(need, dependency)
B 4 5	needle	p		
	negative <u>see</u> "not"			
	new <u>see</u> "young"			
B 1 3 1 2 4 5	news	$\hat{e}$		eye ear
B 3 2 4 5	night	$\hat{d}$		moon earth
* B 1 3 1 2 4 5	no	-!!		not exclamation
B 1 3 1 2 4 5	nose	/		
B 3 2 4 5	not	-!		minus exclamation
	now <u>see</u> "present"			
B 3 4 5	number	#		
(B) 3 2 4 5	nurse	18		person medical
B 1 3 2 4 5	of, belongs to	+		
(B) 3 2 4 5	on	y		
	only <u>see</u> "alone"			
* * * * B 3 2 4 5	open	$\hat{u}$	A.	
B 2 3 1 2 4 5	opposite	$\hat{1}$		
B 3 4 5	or	>		
(B) 1 3 1 2 4 5	orange	$\hat{e} 3$		colour three
B 3 4 5	out	$\hat{o}$		
1 3 1 2 4 5	outing	$\Delta \hat{e}$		legs arrow leading out of enclosure

B	3	over	—		
		page	<u>see</u>	"paper"	
B	1 3 1 2 4 5	pain	♡~	feeling	sick
B	3 4 5	pants	褲	clothing	locator legs
B	3 1 2 4 5	paper, page	□		
B	3 4 5	parcel	包裹		
(B)		(parent)	↑	protection person	(cf. father, mother)
(B)	* 3 4 5	park	公園	flower	earth tree
B	1 3 2 4 5	part	+		
B	3 2 4 5	past	)		
B	1 3 1 2 4 5	pen, pencil	／		
B	4 5	period	.		
B	4 5	person	人		
(3)	(4) 5	pet	宠物	animal	heart
(B) 1	3 1 2 4 5	pink	粉	colour	seven
B	4 5	place	处	locator	earth
	4 5	plastic	塑料	(mirror image of "make")	
* B	* 3 2 4 5	play	玩	V. activity	happy (cf. game)
(3)	(4) 5	plaza	广场	much	store
B	1 3 1 2 4 5	please	请	exclamation	feeling
B	4 5	plural	复数		
		plus	<u>see</u>	and	
	* 3 4 5	pocket	口袋	container	clothing
B	3 4 5	policeman	警察	person	protect
	3 4 5	pollution	污染	air	bad
	5	pop	汽水	drink	gas
		(positive)	+	plus	exclamation

	4	5	<u>possessive</u> 's				
B	3		potato	♂	vegetable	earth	one
B		2 4 5	present, now	) (	past	future	
	3		pretty	see	"good looking"		
		5	promise	↑+⊙	V.	give	word
B	3	4 5	protection	^		(from 'roof')	
*B	*3	*4 5	proud	♡+	A.	feeling	over
	3	5	puppet	♀Δ↓		doll	hand
(B) 1 3 1 2 4 5			purple	⊙6		colour	six
			purpose	see	"in order to"		
(B)		5	push	→□	V.	forwards	thing
		4 5	put	^ ↓	V.	place	
(B 1 3) 1 2 4 5			question	?			
*B	*3	*2 4 5	quick	×⊙	A.	much	travel (wheel earth)
(B)		5	radio	□?/		enclosure	ear electricity
B	3	2 4 5	rain	↓		water	down
B		4 5	read	⊙□	V.	see	page
	3	4 5	record	⊙?		(disc)	ear
(B) 1 3 1 2 4 5			red	⊙9		colour	nine
*B	3	4 5	rectangle	□ ^G			
*B		4	relative	↑		family	relation person
	3		restaurant	□ [⊙]		store	eat
B	3	2 4 5	right	┌			
B			(ring)	○			
	3		rocket	↑			
B 1 3 1 2 4 5			room	□			
*B	*3	*4 5	sad	♡↓	A.	feeling	down
*B	*3	*4 5	safe	♡^	A.	feeling	protection

B	3	4 5	same as	=		
B		5	Saturday	⑦	day	seven
			save	<u>see</u>	"keep"	
B	3	4 5	say, speak	Ô	V.	mouth
B			(scales)	⚖		
B	1 3 1 2 4 5		school	⬆⬆⬆	house	teach
B	3	4 5	scissors	✂		
B		5	secret	⊠	enclosure	mouth
B	3	4 5	see	Ô	V.	eye
B	3	4 5	seed	—	earth	specks
B	3	2 4 5	she, her	Δ ₃	lady	three
			shirt	<u>see</u>	"blouse"	
B	3	4 5	shoes	^Δ	protection	feet (locator on legs)
B	1 3 1 2 4 5		<u>show</u>	⬆⊙	house	eye
*B	*3	4 5	sick	∨	A.	
			similar	<u>see</u>	"like"	
B	1 3 1 2 4 5		sister	Δ ₂	protection	female two (cf. brother
B	3	4 5	sit	⚡	V.	
B	3	2 4 5	sky	—		
B	1 3 1 2 4 5		sleep	⊠	V.	enclosure eye
		5	smart	∨!	A.	brain exclamation
B	3	2 4 5	snow	*	rain	star
			socks	<u>see</u>	"stockings"	
	* 3	* 2 4 5	soft	∨	A.	(hand)
B	1 3 1 2 4 5		I'm sorry	1, ♡	I	sad
B			(sound)	2	ear	earth
B	3	4 5	soup	☞	dish	water
			speak	<u>see</u>	"say"	

	* 3	* 2	* 4	5	special	✓ x +!	A.	most	good	
					(speck)	.				
	3		4	5	sport	Λ1		physical	action	person
(B)			4	5	spring	O↑		sun	flower	up
(B)	3	2	4	5	square	□°				
B	3		4	5	stairs	↗				
B	3		4	5	stand	⌒	V.			
B	3		4	5	star	*				
					stick	see	"attach"			
(B)	3		4	5	stockings, socks	#Λ	clothing	legs		locators
B				5	stomach	⊖	body	locator		
					stop	see	"end"			
B	1	3	1	2	4	5	store	⌒	room open to street	money (trade)
B	3		2	4	5	story	□°	page	mouth	
	3		4	5	stranger	1♥?	person	feeling		question
			2	4	5	strap, string	un			
B	1	3	1	2	4	5	street	Λ	building	locator
					string	see	"strap"			
(B)				5	strong	⌒	A.	(muscle on arm)		
(B)			4	5	summer	O<	sun	hot		
B	1	3	1	2	4	5	sun	O		
B				5	Sunday	⊖	day	one		
(B)	3		4	5	surprise	♥!!	V.	feeling	exclamation	
				5	swallow	↓	V.	down	drink	
					sweater	see	"coat"			
	3		4	5	swim	↑→	V.	water	person	forward
					switch	see	"handle"			

B		(sword)	✕		
B	3 2 4 5	symbol	Σ	universe(earth, sky)	write
B	3 1 2 4 5	table	□		
⌘	3 4 5	take away	—	V.	minus
(B)		(taste)	ø	mouth	nose
* B	3 4 5	taxi	089	car	(limited time)
* B	1 3 1 2 4 5	teacher	1↓□	person	teach (give knowledge)
	3 2 4 5	tease	0♡↑0	V.	think mouth laugh
	5	teenager	♀		(midway between "child" & "adult")
(B)	3 2 4 5	teeth	∩		
(B)	3 2 4 5	telephone	9/	word	electricity
	1 3 1 2 4 5	television	□0/	thing	eye ear electricity
	3 4 5	ten	10		
B	1 3 1 2 4 5	thanks	♡↓	feeling	give
B	4 5	that	✓		
		that <u>see</u> "who, which"			
B	4 5	the	✓		
	3 2 4 5	therapist	△→↓	(mutual dependency leading to upright person)	
		them <u>see</u> "they"			
B	3 4 5	there	...<		
B	3 2 4 5	they, them	↓3	many	3rd person
*⌘	*3 4 5	thick, fat	↑k	A.	
B	3 2 4 5	thing	□		
B	1 3 1 2 4 5	think	^	V.	brain
B	4 5	this	✓		
	3 4 5	thousand	(1000)		
8		(through)	→		

B	3	4 5	thunder	ㄗ	ear	lightning (sky,electricity)
B		5	Thursday	㊦	day	five
B	3	2 4 5	time	㊦		
B	3	2 4 5	to	>1		
B	3	2 4 5	today	㊦x	day	present
	1 3	1 2 4 5	toilet	ㄣ	chair	water
B	3	2 4 5	tomorrow	㊦c	day	future
		4 5	too	x/	more	need
B	3	2 4 5	tool	ㄗ	hand	thing
B	3	4 5	touch	↓	V. hand	
			toy <u>see</u> "game"			
B	3	4 5	towel	#1~	cloth	opposite water
B	3	4 5	train	x 00	many	car
	*	3	treat	ㄗx+	thing	special
B	3	2 4 5	tree	↑		
B	3	4 5	triangle	Δ ^G	triangle	geometric
	3	4 5	tricycle	3㊦	three	wheel
		4 5	try	→→	V. forward	difficult
B		5	Tuesday	㊦	day	three
B	1 3	4 5	typewriter	㊦\	machine	pen
(B)		4 5	uncle	ㄗ↑	brother	parent
B	3		under	—		
B	3		understand	ㄗ	V. (arrow leading into knowledge)	
B	3	4 5	underwear	#—	clothing	under
	3	4 5	unit	(1)		
B	3	2 4 5	up	↑		
	*3	*4 5	upset	♡↑	A. feeling	up down
			us <u>see</u> "we"			

B	3	2 4 5	vegetable	♀	plant	earth
			V.		Verb	
					See "do, make action"	
	3	2 4 5	visitor	1 →	person	visit
		5	volunteer	14	person	help free
B	3	2 4 5	walk, go	△	V. legs	
B	3	2 4 5	wall	□	room	locator
B	1 3	1 2 4 5	want	♡	V. feeling	fire
	1 3	1 2 4 5	wash	♡	V. water	container
B	1 3	1 2 4 5	water	~		
B	3	2 4 5	we, us, our	1	plural	
B	1 3	1 2 4 5	weather	☉	sun	rain
B		5	Wednesday	④	day	four
B	3	4 5	week	7	seven	day
	1 3	1 2 4 5	weekend	7+	day	Saturday (seven) and Sunday (one)
	3	2 4 5	you're welcome	♡↑↑	happy	give
B	3	4 5	wet	~	A. water	
(B)	(1) (3)	1 2 4 5	what?	□	question	thing
B			wheel	⊗		
	1 3	1 2 4 5	wheelchair	⊗	chair	wheel
B	1 3	1 2 4 5	when?	⊗	question	time
B	1 3	1 2 4 5	where?	?	question	place
B	1 3	1 2 4 5	which?	÷	question	part
			which see	"who, which, that"		
(B)	1 3	1 2 4 5	white	①	colour	one
B	1 3	1 2 4 5	who?	?	question	person
B		4 5	who, which, that	”		

B 1 3 1 2 4 5	why?	?D	question	cause
B 3 4 5	wind	Z→	air	forward
B 3 2 4 5	window	田		
B	(wings)	Y		
(B) 4 5	winter	O+	sun	snow
* B 3 4 5	wish	↑	V. brain	fire (cf. want)
B 3 4 5	with	+		
B 1 3 1 2 4 5	word	+D	part	speech (mouth, ear)
B 3 2 4 5	work	^	V. activity	activity
B 3 4 5	workbook	田^	book	work
B 3 4 5	workman	↓^	man	work
2 4 5	wow	⊙+!	feeling	mouth positive
B 3 4 5	year	⊙	sun	(arrow moving around)
B 1 3 1 2 4 5	yellow	⊙5	colour	five
B 1 3 1 2 4 5	yes	+!!	positive	exclamation
B 3 2 4 5	yesterday	Ω	day	past
Ǟ Ǟ Ǟ 1 2 4 5	you, your	12	person	two
	(you're welcome)	see	"welcome"	
* B 1 3 1 2 4 5	young, new	♀	A. child	
2 4 5	yugh	⊙-!	feeling	mouth negative

COLOUR CODE FOR VOCABULARY DISPLAYS

COLOUR CODE FOR COLUMNS	YELLOW	GREEN	BLUE	ORANGE	REMAIN WHITE
400 Vocabulary	C,D,N,O, R,S,V,W (not <u>numbers</u>)	E-Except " <u>past, present,</u> <u>future, not</u> " E.F.G.H	K,L,M	P,Q,T,U (not <u>numbers</u>)	All other columns
200 Vocabulary	C,D,K (K-except do, make action) *(<u>make believe,</u> <u>broken, dead-BLUE</u>) L,O,P,S,T	E-Except " <u>past, present,</u> <u>future, not</u> " E,F,G	I,J *K-make believe, <u>broken, dead</u>	M,N,Q,R (not <u>numbers</u>)	
100 Vocabulary	2,5 (Except " <u>do, make</u> <u>action</u> " 7,9	3	4	6,8 and " <u>music</u> "	

Border numbers as follows: 0-Green, 2-Blue, 3-Orange, 4-Brown, 5-yellow, 6-Purple, 7-Pink, 8-Black, 9-Red
Leave No. 1 - White

ADVISE USE OF COLOURED PENCILS OR LETRAFILM - AVAILABLE FROM: FEHLELY A.J. CO. LTD.,
2106 Yonge St.,
Toronto, Ont.

This colour code is a tentative scheme, currently being used in the Ontario Crippled Children's Centre
Symbol Communication Classes (April/74). It is under consideration at the present time; the use of
shades of colour within the columns is being explored.

0		hello, goodbye
1		question
2		I, me (my)
3		like
4		happy
5		do, make action
6		food
7		pen, pencil
8		friend
9		animal
please		
why		
you (your)		
want		
angry		
mouth		
drink		
paper, page		
god		
bird		
flower		
water		
school		
hospital		
sun		
weather		
store		
show		
day		
week-end		
room		
light		
car		
outing		
word		
news		
clothing		
ear		
hand		
legs		
funny		
give		
make		
father		
mother		
brother		
sister		
when		
where		
music		
much, many		
which		
what		
who		
im sorry		
thanks		
how		
how many		
teacher		
wash		
hot		
name		
wheelchair		
game, toy		
street		
birthday		

SEMANTOGRAPHY-BLISSYMBOLICS.

For the initial inspiration and symbol source for the symbols referred to herein, see the text Semantography-Blyssymbolics by C.K. Bliss. Many of the symbols and procedures used herein have however been independently amended or conceived, for use in a teaching program for non-communicative children, by the writer or the staff of the Ontario Crippled Children's Centre, Toronto and in many cases may not be in accordance with the Bliss system. For authentic reference to the Bliss system or copies of the Bliss text, write to Blissymbolics Publications, 2 Vicar Street, P.O. Box 218, Coogee, 2034 Sydney, Australia.

ONTARIO CRIPPLED CHILDREN'S CENTRE
 SYMBOL COMMUNICATION RESEARCH PROJECT
 100 VOCABULARY MARCH 1974
 Revised December 1974

[illegible]

RECOMMENDATIONS RE

SYNTAX

BY C. K. BLISS

Sentence No. 1





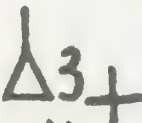
The house is big.

Sentence No. 2




He came.

Sentence No. 3






Her father will laugh.

Sentence No. 4

$\perp_1 + \square \odot \neg$.

My book is on the table.

Sentence No. 5

$\triangle_3 \odot > \dots$

She was here.

Sentence No. 6

$/ \triangle - \odot I$.

The house isn't big.

Sentence No. 7

$\wedge_{Bill} - \xrightarrow{0}$

Bill didn't come

Sentence No. 8

Δ₃ ^c — ⊙ >..

She will not be here.

Sentence No. 9

/ ⊥ ↑ ⊐ ^

The teacher thinks

Sentence No. 10

? / ⊥ ↑ ⊐ ^

Is the teacher thinking.?

Sentence No. 11

⊥₁ + ♀ ⊐ ♂ >..

My new book was here.

Sentence No. 12

? [˘]⊙ ⊥₁+ [˘]⊙ ⊠

Where was my new Book?

Sentence No. 13

Δ₃ [^]⊙+! [^]⊥→

She likes to swim.

Sentence No. 14

? [^]Δ [^]⊙+! [^]⊥→

Does she like swimming?

Sentence No. 15

?▷ ⊥₂ [˘]Δ

Why did you go?

16. $? \perp \quad \perp_2 \quad \odot$

Whom did you see?

17. $? \triangleright \quad \perp_2 \quad - \triangle$

Why didn't you go?

18. $? \quad \lambda_3 \quad - \quad \hat{\smile}$

Isn't he thinking?

19. $? \quad \perp_2 \quad \hat{\pm} \quad - \quad \backslash$

Don't you have a penal?

20.

55



Go away!

21.



Please go away!

22.



Please give me (some) milk.

23.



Please put it on the table.

24.

!♥ ∅ ∇!
Please be good!

25.

!♥ ∅ -♥↓(?)
Please be brave

26.

!♥ -! ∇
Please don't go.

27.

! -! ∅ ♥↓(?)
Don't be afraid!

28.

! -! √
Don't touch it!

B L I S S Y M B O L I C S

TEMPLATE DESIGN BY C.K. BLISS

The template has been drawn to be used with $\frac{1}{4}$ " graph paper.

If the template is produced exactly the size of the attached plan, the symbols drawn by pencil will fit the graphed sheet.

The two sizes of template have been drawn to provide the instructor with large demonstration and introductory symbols, as well as small symbols for recording children's symbol output.

For detailed instructions on using a template, refer to The Book To The Film Mr. Symbol Man, by C. K. Bliss, page 31, available in May, 1975.

BLISSYMBOLICS TEMPLATE DESIGN

